

# **MANSFIELD PUBLIC SCHOOLS**

## **Grade 1**

### **March - Progress Report**

#### **Reading to Understand**

During this marking period students have become more proficient readers. They use their knowledge of sounds, sound combinations and word endings (-ed, -ing) to decode words. Students can read aloud grade level text with accuracy and fluency. A variety of strategies are used to comprehend text. Students can formulate, modify and/or confirm predictions when reading grade level text. They retell stories, including important events, details and the central message or lesson of the text. Students identify the main topic and key details when reading informational text. They are expected to articulate ideas in complete sentences using correct syntax and relevant details. Students understand the difference between questions and statements and can ask and answer questions about key details in a text. They have an increased awareness of vocabulary and recognize that some words have more than one meaning.

#### **Writing to Communicate**

Students continue to build upon their writing skills by writing for a variety of purposes. They are expected to write in complete sentences and use correct end punctuation. They are also expected to use a capital letter at the beginning of the sentence and to consistently capitalize the word I and names of people. They can write telling and asking sentences (questions). Students are using their knowledge of sounds/letters to spell words conventionally and to use this knowledge when attempting to spell new words. They also know the spelling-sound correspondences for common consonant digraphs (th, sh, ch). Correct spelling of words taught to date is expected in all written pieces. Students can use editing skills to check work for capitalization, punctuation, correct spelling of words taught, and for complete sentences. Students are expected to write legibly by applying handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation, and by using an effective pencil grip. They continue to contribute ideas during shared/interactive writing time.

#### **Mathematics**

Students are beginning to understand the relationship between addition and subtraction and teachers are trying to move students away from counting each object individually to being able to count on from one of the two numbers being added. Students are using a variety of models – the number rack, dominoes, tens frames – to develop their additive reasoning skills. Students are working on mastery of facts and facts strategies for single-digit addition and subtraction up to ten and getting comfortable with number families to 20. Research has shown that it is better for students to learn strategies for math facts rather than rote memorization so much of the time this marking period has focused on understanding of mathematical relationships between numbers. They work to see subsets of numbers within a larger number and when they are comfortable making combinations of 5 and 10, they are much more likely to have accurate recall of all single digit math facts. Students are also focusing on part-part-whole reasoning. The knowledge of part-whole relationships is a precursor to algebraic reasoning and is useful in problem contexts that involve either combining (adding) or separating (subtraction) numbers.